

The Chautauqua System of Education.

THE
CHAUTAUQUA COLLEGE

DEPARTMENTS OF

LIBERAL ARTS, THEOLOGY, AND UNIVERSITY EXTENSION

CALENDAR FOR 1893.

The Chautauqua System
Department of Instruction
Buffalo, N. Y.

THE CHAUTAUQUA SYSTEM.

LEWIS MILLER, *President.*
W. A. DUNCAN, *Secretary.*
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JOHN H. VINCENT, *Chancellor.*
WILLIAM R. HARPER, *Principal.*
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THE CHAUTAUQUA COLLEGE.

JOHN H. DANIELS, *Executive Secretary*, Drawer 194, Buffalo N. Y.

The Chautauqua College is an institution designed to aid the following persons in the acquisition of a liberal and practical education: Those young persons who are unable to leave home or business to attend college; those more advanced in years, who have been compelled to give up a college course once begun; those mature men and women who desire to make amends for the educational omissions of their early years.

It is not claimed that the correspondence system of teaching is superior to oral teaching; nor that it is destined to supersede oral teaching; nor that it can compete with oral teaching on anything like equal terms; nor that a class, school, college, or university, dependent upon pen, paper, and post, should be sought in preference to established resident institutions.

It is claimed that the majority of those who are likely to avail themselves of the advantages of correspondence instruction are actuated by an earnest purpose to obtain an advanced education, by *any* means which are available to them; that wise direction through correspondence, by competent and experienced teachers, is calculated to produce better results than can be expected from unaided individual effort; that teaching by correspondence can be successfully applied to a course of study so wide and comprehensive that one who masters it will secure a culture that would rightly be called liberal; that it tends to form critical habits of study; that it allows tests of the student's acquirement, as rigid as can be desired by the highest standard of educational excellence.

The purpose is accomplished by a threefold method of instruction: (1) by correspondence; (2) by the work offered in the summer schools of the College, at Chautauqua, N. Y.; (3) by a system of Chautauqua University Extension Lectures in any town or city making the necessary arrangements.

(1) By correspondence: The scheme of study in each of the Schools of the College is arranged in courses, each of which is equivalent to the amount of work expected of a resident student in a year. It is equal to ten hours of study a week, in one subject. The number of lessons sent out in each course is equal to thirty-two, upon which an equal number of recitations will be required. These lessons may be sent out, one, two, or four at a time, as the instructor may find most effective. Examinations of the most rigid character, in the presence of judicious and responsible witnesses, will be required of each regular student.

Such precautions will be taken as will prevent an unworthy candidate from taking a degree, all candidates for degrees being examined by the Regents of the University of the State of New York. In no case will any honorary degree be conferred.

(2) By summer schools under the regular professors of the summer session of Chautauqua College, students

may arrange for taking courses in the curricula and an examination at the close of the session.

(3) By Chautauqua University Extension Lectures. (To be explained on page 8).

In some cases three or more students form a class for study. The benefits of this plan are obvious and it is strongly recommended by the College officers.

Upon the successful completion of any course in the curriculum of the College, a certificate properly signed is given to the student. The presentation, by a student, to the Board of Trustees, of sixteen certificates on a prescribed curriculum, will entitle the candidate to a diploma and a degree.

Although the college year begins October 1, students are received at any time. No lessons will be corrected in Correspondence Schools from June 1 to October 1, except by special arrangement. No limit is fixed to the time students may take to complete the required courses, though it is earnestly recommended that the students make every effort to do the work in the time suggested by the respective instructors. It is recommended that the students of the correspondence department attend the summer session at Chautauqua. They thus become acquainted with their instructors, and much advance their work.

Any subject taught in the College may be studied by students who desire to avail themselves of such study without expecting or desiring to complete a whole curriculum.

Those desiring to complete a whole curriculum in the College and to receive credit for courses covered in other institutions must present satisfactory evidence of proficiency, either by examination or *approved* certificate. A registration fee of five dollars (\$5.00) is required of every student before admission to the College. There will be no second registration fee, no matter how many courses may be taken by the student. When this fee has been paid the student may be admitted to one or more of the Schools upon payment of the tuition fees. The uniform fee is ten dollars (\$10.00) a course in each School, a course being as much as is included under one Roman numeral. If any course extend beyond a year the fee shall be ten dollars a year or fraction of a year.

Curricula leading to the degrees of Bachelor of Arts, Bachelor of Philosophy, and Bachelor of Science are offered. For each degree ten courses are prescribed, and six are elective.

After admission the following is prescribed for the degree of Bachelor of Arts—one course in each of the following subjects: Latin, Greek, German or French, English, Mathematics, History, Mental Science, Political Economy, Physical Sciences, and Biological Sciences. The additional six courses may be chosen from the courses announced under the various departments, subject only to the rules governing elective courses.

After admission the following is prescribed for the degree of Bachelor of Philosophy—one course in each of the following subjects: Latin, German or French, English, Mathematics, History, Mental Science, Political Economy, Geology, Physical Sciences, Biological Sciences. The privileges and requirements of the six

additional courses are the same as those for the degree of A. B. above.

After admission the following is prescribed for the degree of Bachelor of Science—one course in each of the following subjects: German, French, English, Mathematics, History, Mental Science, Political Economy, Geology, Physical Sciences, Biological Sciences. The privileges and requirements of the six additional courses are the same as those for the degree of B. A. above.

The following rules govern all candidates for degrees:

1. Not more than two courses may be chosen from one department of study.
2. The student's choice of electives may be indicated one course at a time as he may prefer, but when once made it may not be changed.
3. More than three courses may be pursued by students wishing special preparation in certain subjects, though only two will be counted toward a degree.
4. In taking more than one course in a subject the student must proceed in order from one upward, so that the subject may be developed naturally.

Special honors in any subject may be taken by those students who do all the prescribed work of any School and original work of sufficiently high merit. The candidate for special honors must present a thesis showing evidence of high attainment to the conductor of the School in which he is studying. The certificates for such special work will be signed by the Chancellor and Principal of the Chautauqua System and the Conductor of the School in which the work is done.

The following statement shows the courses which are offered this year and the instructors by whom they are conducted:

THE SCHOOL OF LATIN.

Conducted by JAMES T. ROBINSON, PH. D.

A. B. College, of New Jersey, 1884; Student of Philosophy, Leipzig, Germany, 1886-7; Ph. D. Yale University, 1888; Instructor in Latin, Shadyside Academy, 1889—

- I. **Cicero, Horace, Livy.**—(a) Cicero. *De Senectute*. A study of Cicero's writings. (b) Livy. Bks. I. and XXI. A study of the Roman Historians. (c) Horace. *Odes and Epodes*. Horatian Meters. Latin writing throughout the course.
- II. **Horace, Juvenal, Tacitus**—(a) Horace. *Epistles and Satires*. His life and writings. (b) Juvenal. *Satires*. Rome under the Empire. Roman Antiquities. (c) Tacitus. Selections. Latin writing throughout the course.
- III. **Letters of Cicero and Pliny** with reference to the light thrown by them on the history of their times.
- IV. **Special courses.**
 1. **Roman Oratory**, reading Quintilian, Cicero, and Tacitus.
 2. **Roman Philosophy**, reading Cicero and Lucretius.
 3. **Roman Drama**, reading Plautus and Terence.
 4. **Tacitus. Annals and Histories**. A study of the Latinity of Tacitus, and the investigation of special historical topics suggested by him.
 5. **Early Latin**—A philological study of the language; based on the inscriptions as collected and edited by Mommsen and Ritschl.

6. **Prose Composition.** Jones' *Latin Prose Composition* complete.

7. **Prose Composition.** Work based upon Collar's *Latin Prose Composition*, or upon Arnold's *Latin Prose Composition*.

Any one of the special courses 1-5 may be substituted for Course III. Special honor work will be suggested for those who have finished these courses.

THE SCHOOL OF GREEK.

Conducted by WILLIAM E. WATERS, PH. D.

Professor of Greek in the University of Cincinnati; B. A., Yale College, 1878; Ph.D., Yale University, 1887; Teacher of Greek and Latin in Hughes High School, Cincinnati, 1881-1884; Classical Tutor in Yale College, 1884-1885; Student in the University of Berlin, 1885-1886; Tutor in Yale College, 1886-1888; Instructor in Greek and Latin in Hughes High School 1888-1890; Professor of Greek in the University of Cincinnati, 1890—

J. REMSON BISHOP, A. B.

Instructor in Greek and Latin in Hughes High School, 1880—; B. A., Harvard University, 1882; Teacher of Greek in St. Paul's School, New Hampshire, 1882-1883; Principal of Princeton College Preparatory School, Princeton, N. J., 1884-1888; Secretary of the Philological Society of the University of Cincinnati.

- I. **Homer, Demosthenes, Euripides.**—(a) Homer. *Odyssey*. Two books. (b) Demosthenes. *De Corona*. Selected passages. Study of Greek Political History and Athenian Oratory. (c) Euripides. *Alcestis*, and study of Greek Tragedy. Prose Composition.
- II. **Sophocles, Plato, Thucydides.**—(a) Sophocles. *Œdipus Rex*. Study of History of Attic Stage. (b) Plato. *Protagoras* and study in Philosophy of Platonic School. (c) Thucydides. Book VII. Study of Greek Historiography. Prose Composition.
- III. **Æschylus, Pindar, Aristophanes, Lysias.**—(a) Æschylus—*Agamemnon*. (b) Pindar—*Odes*. Selections. (c) Aristophanes—*Clouds*. (d) Lysias—Portions. Selections from Aristotle. (e) History of Greek Literature.

NOTE.—Special honor courses are offered to students who have completed all the above,

THE SCHOOL OF GERMAN.

Conducted by J. ADOLPH SCHMITZ, A. M.

Professor of German Language and Literature in Washington and Jefferson College, 1886—; Teacher of Modern Languages in the County Academy, Cumberland, Md., 1872-1873; Professor of Modern Languages, University of Wooster, 1873-1878; Professor of Modern Languages, Lake Forest University, 1878-1883; Principal of Elgin (Ills.) Academy, 1883-1886; A. M., Baldwin University, 1874; Joint Author of Schmitz' German Grammar, and Schmitz' Elements of the German Language, parts I and II.

- I. **German Syntax** (Brandt's *German Grammar*). Selections of poetry and prose; Schiller's *Jungfrau von Orleans*; Buchheim's *German Prose Composition*.
- II. **Review of Grammar**, (Brandt). German Prose Composition, (Buchheim). Lessing's *Minna von Barnhelm*. Goethe's *Iphigenie*. Heine's *Harzreise*. During the year essays are written on the works read.
- III. **A Choice of Four Courses.** Any one of the four finishes the regular work in German,
 1. **Goethe's Faust**. The entire work of Goethe is read by the student; and for his better understanding of its symbolism critical essays by German essayists are read. The student is expected to embody his own views in essays written in German.
 3. **The History of German Literature** from Frederick the Great of Prussia to Goethe's death.

As a basis for this study, Scherer's *History of German Literature*, Vol. II., is used. The more noted works spoken of by Scherer are also read.

3. **The History of German Literature** before the time of Frederick the Great. As a basis for this study, Scherer's *History of German Literature*, Vol. I., is used. The companion volume of Mueller's *German Classics in Modern German* is read at the same time.
4. **The Teachers' Course.** Especially designed for students who expect to teach German. At first modern stories and novels, such as are used in American schools—Eichendorff's *Aus dem Leben eines Taugenichts*, Chamisso's *Peter Schlemihl*, Freytag's *Soll & Haben*, etc.—, are studied with special directions concerning the conversational method of instruction. The student in his written work prepares questions and answers, on portions of each of these readings, such as he would wish to use in the class room, if he were giving instructions in German. Lastly, Goethe's *Hermann und Dorothea* is studied critically with the commentaries of Duentzer and Cholevius. The student by this course will be well fitted for the position of a teacher of German in any High School or Academy.

NOTE.—A fifth course is contemplated and will be begun as soon as a sufficient number of students apply to justify it. It will consist of the study of the Middle High German language and the reading of some of the classical productions of the twelfth and thirteenth centuries. Students who so desire may take special honors in German.

THE SCHOOL OF FRENCH.

Conducted by AMÉDÉE DE ROUGEMONT, A.M.

Professor of Latin, Collège Haffreingue, 1858-1867; Instructor in French, Adelphi Academy, 1879-1891; Professor in 1891—; A. B., University of France, 1853; A. M., University of France, 1859.

- I. **Practical Syntax** (wholly in French). Study of idioms begun. Reading of modern authors, with synopsis. French composition. Books used: Hennequin's *French Idiotisms*. Special editions of modern authors.
- II. Study of Classical Literature begun, with synopsis. Study of idioms finished. Books used: Blouet's *French Composition*. *Manuel de Littérature*.
- III. **Classical Literature** (continued). Essays in French. Books used: Special editions of classic authors.

NOTE.—Special honor courses are offered to students who have completed all the above.

THE SCHOOL OF ENGLISH.

Conducted by WILLIAM D. MCCLINTOCK, A. M.

A. B., Kentucky Wesleyan College; A. M., 1881; Graduate Scholar, Johns Hopkins University, 1880-1882; Professor of English, Wells College, 1889-1891; Assistant Professor of English Literature, University of Chicago, 1891—.

PORTER LANDER MCCLINTOCK, A. M.

A. B. Millersburg College; A. M., 1882; Graduate Student, Wellesley College, 1883-1885; Professor of English, Millersburg College, 1885-1886; Assistant in English, Wells College, 1889-1891.

- I. **First Year.**—(1) Rhetoric. Genung's *Practical Rhetoric*. (2) Study of typical poems. Hale's *Longer English Poems*. (3) Poets of the eighteenth century. Ward's *English Poets*, Vol. III. (4) Shakespeare's Plays—*Macbeth*—with constant reference to literary criticism.

Collateral study will be conducted in the following subjects: (1) The History of the English Language. Lounsbury's *English Language*. 1st half. (2) The English novel—using George Eliot's *The Mill on the Floss* as a basis. (3) English prose literature, with special use of Addison's *The Spectator*.

- II. **Second Year.**—(1) Old English. Sweet's *Anglo-Saxon Reader*. (2) Poets of the Seventeenth Century. Ward's *English Poets*, Vol. II. (3) Special study of poetry in Milton's *Paradise Lost*, Books I. and II., and in Shakespeare's *Hamlet* and *King Lear*.

Collateral courses are offered as follows: (1) General study of the Elizabethan period. Saintsbury's *Elizabethan Literature*. (2) Study of the History of English grammatical forms. Lounsbury's *English Language*. 2d half. (3) English prose literature, with especial use of Burke's speeches.

- III. **Third Year.** (1) Old English. *Beowulf*. (2) Poetry. from Chaucer to Donne. Ward's *English Poets*, Vol. I. (3) English Prose Literature, its history and criticism. Minto's *Manual of English Prose Literature*. (4) Chaucer—in *The Prologue to the Canterbury Tales*.

Collateral courses are offered as follows: (1) Old English Grammar, with constant use of Cook's translation of Siever's *Grammar of Old English*. (2) English Romantic Poetry—using selections from Thomson, Cowper, Burns, and Wordsworth. (3) Spencer—in *The Fairie Queene*. Books I. and II.

NOTE.—Special honor courses are offered to students who have completed all the above.

THE SCHOOL OF MATHEMATICS.

Conducted by WILLIAM HOOVER, PH.D.

Professor of Mathematics and Astronomy, Ohio University, Athens, Ohio; A. M., Wooster University; Ph.D., Wooster University; Member of London Mathematical Society; Member of New York Mathematical Society, and Member of the American Association for the Advancement of Science.

- I. **Geometry and Algebra.**—Wells' *Geometry*. Solid Geometry—three books, with Solution of Exercises. Wells' *University Algebra*. Summation of infinite series, logarithms, general theory of equations; a review of the most important of the preceding chapters.
- II. **Trigonometry.**—Wells' *Plane and Spherical Trigonometry*. Applications.
- III. **Analytical Geometry.**—Bowser's *Elementary Treatise* on the Analytical Geometry of the Plane, with an introduction to geometry of three dimensions.
- IV. **Differential and Integral Calculus.** Bowser's *Treatise*, with practical applications.
- V. **Analytical Mechanics**, requiring a knowledge of the Calculus, including various general problems in Statics and Dynamics, and illustrated by numerous exercises for original solution.

NOTE.—Special honor courses will be offered to those students who wish them.

THE SCHOOL OF MENTAL SCIENCE.

Conducted by JOHN H. DANIELS, PH.D.

A. B., Yale University, 1889; Ph.D., Yale University, 1892.

- I. **Introductory.** One term's work in each of three subjects, *Logic*, Jevons; *Psychology*, Hoeffding; *Ethics*, Muirhead.
- II. **Advanced Psychology.**—A critical study of the phenomena of consciousness. The text-book used will be Sully's *The Human Mind*. Collateral reading of various authors will be required.

III. Philosophy. A study of the physical and mental character of man, of the relation of man to nature, and of the meaning of physical nature and human history. The text book will be Lotze's *Microcosmus*, and a collateral study of several authors will be required

NOTE.—Either II. or III. may follow I.

THE SCHOOL OF POLITICAL ECONOMY.

Conducted by RICHARD T. ELY, PH.D., LL.D.

Professor of Political Economy and Director of the School of Economics, Political Science, and History, University of Wisconsin, Madison, Wisconsin; A. B., Columbia College, 1876, and A. M., 1879; Fellow of Letters of Columbia College, 1876-1879; Ph. D., University of Heidelberg, 1879; LL.D., Hobart College, 1892; Instructor and Associate Professor of Political Economy, Johns Hopkins University, 1881-1892; Member of the International Statistical Institute; Secretary of the American Economic Association since its organization, 1885, until August, 1892; Secretary Christian Social Union.

I. Principles of Political Economy. General Principles and Historical outline of Political Economy, including a treatment of questions of the day in their ethical, political and economical bearings.

Indispensable books—Ely's *Introduction to Political Economy*, J. B. Clark's *Philosophy of Wealth*, R. T. Ely's *Labor-Movement in America and Problems of To-day*, R. E. Thompson's *Protection to Home Industry*, R. T. Ely's *French and German Socialism*, F. A. Walker's *Money, Trade and Industry*.

II. Revenues and Expenditures of Governments. This includes Local, State and National finance. Careful comparative and historical studies are made of taxes and other kinds of revenue.

Indispensable books—R. T. Ely's *Taxation in American States and Cities*, H. C. Adams' *Public Debts*, Woodrow Wilson's *Congressional Government*, A. J. Wilson's *National Budget*, Chalmer's *Local Government*, U. S. Finance Reports.

THE SCHOOL OF HISTORY.

Conducted by JAMES ALBERT WOODBURN, PH.D.

B., Indiana University, 1876; A. M., Indiana University, 1885; Ph. D., Johns Hopkins University, 1890; Fellow in History in Johns Hopkins University, 1889-1890; Professor of American History, Indiana University, 1890—.

I. English Political History: The Growth of the English Constitution. A study in English history and of the English government. The course will consider the landmarks in the development of parliamentary government, early Anglo-Saxon institutions, the influence of the Norman conquest, Magna Charta and its confirmations, the origin and growth of the Commons, the struggle against the unconstitutional prerogative of the Stuarts, the Petition of Right, the Bill of Rights and the Revolution of 1688, the rise of the cabinet system, the Whig Oligarchy of the 18th century, the attempt of George III. to restore personal government, and the reforms of the 19th century. Required books: Creasy's *English Constitution*; Skottowe's *Short History of Parliament*; Gardiner's *School History of England*, or Green's *Short History of the English People*; Bagehot's *English Constitution*. Books specially recommended: Taswell-Langmead's *English Constitutional History*; Freeman's *Growth of the English Constitution*; the works of Stubbs, Hallam and May.

II. The Results of History in the 19th Century. Germany, France, Spain and Portugal, England, Russia, and the Eastern Question. Book required: Müller's

Political History of Recent Times (1816-1875). Books recommended: Lodge's *History of Modern Europe*; McCarthy's *History of Our Own Times*; Mackenzie's *History of the Nineteenth Century*; Fyffe's *History of Modern Europe*.

III. The Beginnings and Growth of American Nationality.

The Causes of the American Revolution, the nature of the Continental Congress, the Old Confederation, the origin and growth of the Constitution, and the development of American administration from 1789 to 1836. Required books: Johnston's *American Politics*; Andrews' *Institutes of Constitutional History* (useful for Course I. also). For the satisfactory pursuit of this course it is very desirable to have access to some library of American history. If this is not possible the purchase of Schouler's *History of the United States* (five vols.) is recommended. With this, together with the required books and the suggestions, the course may be carried.

IV. The Slavery Controversy in America and the Causes of the civil war. A study of early American slavery, the origin and Growth of the abolition movement, and the controversy on slavery and on the constitutional rights and relations of the States culminating in the civil war. Required books: The same as in Course III. Special required readings will be assigned and written reports on assigned topics will be expected. The student should have easy access to such volumes as Greeley's *American Conflict*; Wilson's *Rise and Fall of the Slave Power in America*; Stephens' *War between the States*; Hay and Nicolays' *Life of Lincoln*; the *Speeches of Phillips*, Webster, Clay, Seward, Sumner, etc.

NOTE.—Students are advised to take these courses in their order. I., II., and III. may be taken independent of each other. IV. is open to those only who have taken III.

THE SCHOOL OF BIOLOGY.

Conducted by HERBERT W. CONN, PH. D.

A. B., Boston University, 1881; A. M., Boston University, 1882; Ph. D., Johns Hopkins University, 1884; Instructor in Biology, Wesleyan University, 1884-1887. Professor of Biology, Wesleyan University, 1887—; Acting Director of Johns Hopkins University Summer Laboratory, 1884; Instructor in Biology, Trinity College, 1886-1890; Acting Director of Department of Zoology, Martha's Vineyard Summer Institute, 1887; Director of Summer Biological Laboratory, Brooklyn Institute, at Cold Spring Harbor, 1891—.

I. Elementary Biology and Botany. (a) Sedgwick and Wilson's *Biology*, with dissection of the frog by the instructor's notes. (b) Gray's *Lessons in Botany*, with analysis of flowers.

II. Anatomy and Physiology. (a) Dissection of the frog by instructor's notes; Martin and Moale's *How to dissect a rodent*; Human Anatomy, from Martin's *Human Body*, (b) Physiology, from Martin's *Human Body*.

THE SCHOOL OF PHYSICAL SCIENCES.

Conducted by L. H. BATCHELDER, A. M.

A. B., Middlebury College, 1874; A. M., Middlebury College, 1877; Instructor in Mathematics and Chemistry, Centenary Collegiate Institute (Hacketts-town, N. J.), 1874-1881; Special Studies, 1881-1883; Professor of Chemistry and Physics, Hamline University (St. Paul, Minn.), 1883—.

I. Advanced Physics. Atkinson's *Ganot's Physics*, beginning with the Mechanics of Fluids. Stewart and Gee's *Practical Physics* (Selections). A list of experiments to be performed by the student, together with appropriate references to text-books will be furnished with the lessons.

- II. **General and Analytical Chemistry**, Remsen's *Briefer Course* complete. Selections from Remsen's *Advanced Course*. Noye's *Qualitative Analysis*, with problems in basic and acid analysis.

NOTE.—The preparatory course in Physics and Chemistry to be outlined further on, or its equivalent, must have been covered by students entering the above. Special advanced courses will be offered to those completing I. and II. These courses may be supplemented by lecture courses and laboratory work in the summer school at Chautauqua with the professor in charge.

THE SCHOOL OF GEOLOGY AND PHYSICAL GEOGRAPHY,

Conducted by FREDERICK STARR, Ph. D.

B. S. Lafayette College, 1882; M. S. and Ph. D., Lafayette College, 1885. Teacher of Science, Wyman Institute, 1882; Professor of History and Science, Central State (Pa.) Normal School, 1883; Professor of Biological Sciences, Coe College, 1884-1888; Department of Ethnology, American Museum of Natural History, 1889-1890; Assistant Professor of Anthropology, University of Chicago, 1892-; Honorary Member of New York Academy of Anthropology; Corresponding Member of Italian Anthropological Society.

- I. **General Course**. One term's work in each of three subjects, Geology, Mineralogy, and Botany. Text-books—Dana, Crosby, Gray.
 - II. **General Geology**. LeConte's *Elements*. Two terms. Geology of the State.
 - III. **Historical Geology**. Dana's *Manual* and Nicholson's *Ancient Life History*.
 - IV. **Mineralogy**. Dana's *Manual* and Determinative work.
- NOTE.—Either II. or IV. may follow I. Course III. must follow II.

PREPARATORY COURSES.

In order to accommodate those who are not able to enter the college courses above specified, preparatory courses are conducted. These also are the work, or cover the work, required for admission to the college courses. In preparation for the courses leading to B. A. the following are prescribed: Four in Latin, three in Greek, one in English, two in mathematics. For admission to the courses leading to B. Ph., Greek is not required, but the preparatory work in French or German and Latin is required. For admission to the courses leading to the degree B. S. Latin and Greek are not required but all the other subjects, German, French, English, Mathematics, and Physics and Chemistry, are required. A good knowledge of the History of the United States is also expected.

LATIN. JAMES J. ROBINSON, Ph. D.

- I. **Beginners' Course**. Cæsar's *Commentaries*—Book I. Instruction sheets of this course based on Harper and Burgess' *Inductive Latin Method*.
- II. (a) Cæsar's *Commentaries* Books II., III., IV. (b) Jones' *Latin Prose Composition*, Lessons 1-20—Subjunctive mood; word formation. (c) Leighton's *Roman History*, to Punic wars.
- III. (a) Cicero's *Orations: Against Catiline, Archias, and Pompey's Military Command*. (b) Jones' *Latin Prose Composition*. Lessons 21-40—word formation; synonyms. (c) Leighton's *Roman History*; completed.
- IV. (a) Vergil's *Æneid*. Books I-VI. Prosody, Mythology, Latin writing. (b) General review of Latin grammar.

GREEK. WILLIAM E. WATERS, Ph. D.; J. REMSEN BISHOP, A. B.

- I. **Beginners' Course**. Xenophon's *Anabasis*. Book I., with special drills in grammar and elements of Greek Composition. Harper and Waters' *Inductive Greek Method*.
- II. **Xenophon's Anabasis**. Two or three books with exercises in memorizing of words and drills in Greek Composition.
- III. **Homer's Iliad**. Three books with exercises and drills in word memorizing, scansion, and the principles of Homeric verse. Rewriting of portions of Homer into Attic prose.

GERMAN. J. ADOLPH SCHMITZ, A. M.

- I. **Elements of German Language**. Declensions. Conjugations of verbs in the present tense. Comparison and regular construction of clauses. Translation from English into German and exercises in German Composition. Schmitz's *Elements of the German Language*. Part I.
- II. **Reading of Selected Märchen**. Special work on Grammar and Idioms. Conjugation of regular and irregular verbs. Translation from English into German and further work in German Composition. Schmitz's *Elements of the German Language*. Part II.

FRENCH. AMÉDÉE DE ROUGEMONT, A. M.

- I. **Elements of the Language**. Readings and drill so directed that the student may begin at once to acquire the power of expressing himself, both orally and in writing, in French. Study and use of regular and reflexive verb. Books: *French Drill Book A. Anecdotes Nouvelles*.
- II. **Reading and Drill**. Elements of (natural) Grammar. Study and use of irregular verbs. Writing of letters in French. Books: *French Drill Book B; La France; Grammaire française*.

ENGLISH. WILLIAM D. MCCLINTOCK, A. M.; PORTER LANDER MCCLINTOCK, A. M.

- I. **Grammar, Rhetoric, and Literature**. Bain's *Higher English Grammar*; Kellogg's *Rhetoric*; Beers' *English Literature*; Irving's *Sketch-Book*; Goldsmith's *The Vicar of Wakefield*; Shakespeare's *The Merchant of Venice*; Ward's *English Poets*, Vol. IV.

MATHEMATICS. WILLIAM HOOVER, Ph. D.

- I. **Arithmetic and Algebra**. White's *Complete Arithmetic*; Wells' *University Algebra*, through the discussion of the Binomial Theorem.
- II. **Geometry**. Wells' *Geometry*, the five books of Plane Geometry, including the solution of numerous exercises.

PHYSICS AND CHEMISTRY. L. H. BATCHELDER, A. M.

- I. **Beginners' Course**. Gage's *Introduction to Physical Science*; Remsen's *Elementary Course in Chemistry*.
- Simple experiments in both subjects will be performed by the students.

THEOLOGICAL COURSES.

The Theological Department of Chautauqua College aims to benefit those ministers, young or more advanced in years, who desire to review their previous studies, to economize time, and to keep abreast of the age in Biblical, theological, and ecclesiastical literature, as well as in general literature and science so far as these bear upon the studies which belong to their profession. It is unsectarian and evangelical, and offers its advantages to ministers and others, giving them the most thorough and practical instruction. It supplements, but does not supplant, the local theological seminary. It does not invite to its curriculum students who can attend the seminary. It specially invites those clergymen who in youth and for any cause were crowded past the doors of the college and seminary into the pulpit where they must now remain. *The majority of the clergy-*

men in this country belong to this class. To them especially Chautauqua offer the advantages of well-directed, systematic courses of study. The correspondence system of instruction which has been so successfully applied to this work since the charter of the Chautauqua School of Theology was granted by the Legislature of the State of New York in 1881, will be continued with such improvements as have been made during the past experience of the school.

The curriculum for the degree Bachelor of Divinity will be equivalent to that offered in the best resident theological seminaries. All the courses in the various schools will be required. In the near future a new circular will be issued giving an outline of the courses in all the other Schools.

All candidates for the degree Bachelor of Divinity must hold the degree Bachelor of Arts from some college or university of approved standing, and prepare a thesis giving evidence of original study and special research. Those students, however, who cover the whole curriculum, but who do not hold the degree Bachelor of Arts and not prepare a thesis, will receive a certificate, properly signed, to the effect that they have covered the curriculum.

The following statement shows the courses which are now being offered:

THE SCHOOL OF HEBREW AND THE OLD TESTAMENT.

Directed by WILLIAM R. HARPER, Ph. D.

President and Head Professor of the Semitic Languages and Literatures in the University of Chicago; A. B., Muskingum College, 1870; Ph. D., Yale University, 1875; Principal of Masonic College, Macon, Tenn., 1875, 1876; Tutor in Preparatory Department, Denison University, 1876-1879; Principal of same, 1879-1880; Professor of Hebrew and the Cognate Languages, Baptist Union Theological Seminary, 1879-1886; Professor of the Semitic Languages, Yale University, 1886-1891; Woolsey Professor on Biblical Literature, Yale University, 1889-1891; D. D., Colby University, 1891; Editor of the *Old and New Testament Student and Hebraica*. Principal of the American Institute of Sacred Literature.

- I. **For Beginners.** The absolute mastery of the Hebrew of Genesis I.-III. The study of the most important principles of the language and grammar in connection with these three chapters. The memorizing of all Hebrew words which occur over 200 times. Harper's *Introductory Hebrew Method and Manual*, 4th edition; Harper's *Elements of Hebrew*, 8th edition.

NOTE.—One who has never seen a Hebrew letter can take up this course with confidence. Every step of the work will be made clear. In order, however, to master Hebrew etymology a second course is necessary.

- II. **For those who have taken Course I. and Reviewers.** A rapid review of everything included under Course I. The critical study and translation of Genesis IV.-VIII. A more rapid reading of selected passages in I. Samuel, Ruth and Jonah, amounting in all to twenty chapters. The completion of the grammar, and an inductive study of the most important principles of syntax. The memorizing of all the words which occur 50 times. Besides the books required for Course I., there will also be needed a *Hebrew Bible*, and a *Hebrew Lexicon* (either Gesenius' or Mitchell's Davies').

- III. **The critical translation and study of Exodus, i.-xxiv.** The examination of questions of geography, archaeology, exegesis, etc., which arise in the study of these chapters. The study of etymology in its details. The study of the more important principles of syntax. The memorizing of the verbs which occur 25 to 50 times, and of the nouns which occur 50 to 100 times—in all about 3000 words. Besides the books required for Course I. and II., there will also be needed Harper's *Elements of Hebrew Syntax*, Gesenius' (Mitchell's Davies') or Green's *Hebrew Grammar*, and Harper's *Hebrew Vocabularies*.

- IV. **Post-exilic Prophets.** The critical translation and exegetical study of the books of Haggai, Zechariah, and Malachi. The study of Hebrew syntax, especially the subject of the tense and sentence. The study of the Hebrew accents and system of accentuation. The study of the principles of Hebrew poetry. The study of the principles of Hebrew prophecy. The memorizing of verbs and nouns which occur 10 to 25 times—in all about 800 words. Besides the books required for Courses I., II., III., there will also be needed *Cambridge Bible for Schools and Colleges*, volume on Haggai and Zechariah, and Briggs's *Messianic Prophecy*.

Driver's *Use of the Tenses in Hebrew*, Wright's *Zechariah and His Prophecies*, Lange's *Minor Prophets*, and Henderson's *Minor Prophets*, are recommended in addition to the required books.

NOTE.—Advanced courses for those who have completed the above will be offered.

THE SCHOOL OF THE GREEK NEW TESTAMENT.

Conducted by CLAUDE W. VOTAW, A. M., B. D.

Docent in New Testament Literatures in the University of Chicago.

- I. **For Beginners.** The absolute mastery of the Greek of the Gospel of John I.-IV. The study of the most important principles of the language in connection with these four chapters. The mastery, in grammar, of the letters and their classification, vowels and their contraction, euphony of consonants, noun declensions, adjective declensions, pronouns, regular verb (throughout), contract verbs, verbs in *mi*, prepositions, adverbs, conjunctions, and the leading principles of syntax. The memorizing of Greek words occurring in the new Testament more than 50 times—in all about 300 words. The book required for this course is Harper and Weidner's *Introductory New Testament Greek Method*.

- II. **For those who have taken Course I. and for Reviewers.** A rapid review of everything included under Course I. The critical study of the Gospel of John V.-XXI. Reading at sight of the *First Epistle of John*. That portion of the grammar not included in Course I., viz., the various classes of verbs, irregular verbs, irregular nouns, contract nouns and adjectives, comparison of adjectives, compound nouns, and the peculiarities of New Testament grammar. The book required is the same as that for Course I.—Harper and Weidner's *Introductory New Testament Greek Method*.

NOTE.—Advanced courses for those who have completed the above will be offered.

THE SCHOOL OF ECCLESIASTICAL HISTORY.

Conducted by JAMES ALBERT WOODBURN, Ph. D.

A. B., Indiana University, 1876; A. M., Indiana University, 1885; Ph. D., Johns Hopkins University, 1890; Fellow in History in Johns Hopkins University, 1889-1890; Professor of American History, Indiana University 1890—.

- I. **History of the Early Church and the Rise of the Papacy.**—The course will embrace a study of the Apostolic Church, the Age of Martyrdom, the Controversies and the Creeds, the Church and the Barbarians, the Church and Feudalism, and the Great Age of the Papacy to the dawn of the Modern Era. It will include a consideration of the relation of Christianity to the Jewish world, of the Church to the Roman world, the effects of the persecutions and the causes of the spread of the Gospel, the forms of Church government, the reasons for the supremacy of the Church in the Roman Empire, the missionary enterprises among the Germanic nations and the dominance of the Papacy in Western Europe through the contests of Gregory, VII.

Allen's *Outlines of Christian History*. Fisher's *History of the Christian Church* will be the basis of the work.

Special circulars regarding the Schools of Homiletics, Pastoral Theology, and Dogmatic Theology will be sent to those who have completed the work in Hebrew and New Testament Greek.

UNIVERSITY EXTENSION.

The Chautauqua College seeks to promote the extension of university teaching by establishing or helping to establish lecture courses as follows: In connection with the summer Assembly at Chautauqua, N. Y., where, for several years, the plan has been followed with approximate fidelity to the English model. In 1893 several courses will be carried out in every detail. A corps of young college men will be recruited and trained for extension lecturing.

An itinerary is being arranged by which several competent lecturers, who fully appreciate the importance of maintaining a high standard, will be able to give courses at the principal Chautauqua Assemblies in all parts of the country in 1893.

Chautauqua Circles and City Unions are natural centers for this work. Many lectures are now carried on under their auspices. Efforts are being made to have these courses conform to the University Extension plan. The Executive Secretary of the College will, as far as possible, arrange to supply demands for local lectures, which will admirably supplement the Chautauqua readings for the winter.

Chautauqua College will gladly coöperate with Young Men's Christian Associations, Mechanic's Institutes, Public Libraries, Labor Unions, Literary or Scientific Clubs, and other organizations to supply the peculiar needs of different communities.

The coöperation with American colleges and other institutions of learning will be twofold: (1) To supplement their educational advantages by University Extension courses, occupying one or two terms, upon such subjects as are not fully provided for in their regular curriculum, and (2) to open up a field in the vicinity of these institutions where their instructors may give lecture courses.

In districts already occupied by well-established University Extension societies, Chautauqua will heartily coöperate by keeping Chautauqua readers and students informed of the courses offered and the lecturers available.

The term University Extension describes a plan for bringing higher education and methods of university teaching to ambitious students who, for various reasons, are denied the privileges of academic residence. In England during the past twenty years the Universities of Oxford and Cambridge have established hundreds of lecture courses, attended by thousands of students, in all parts of the kingdom. In the United States similar methods have been employed with marked success. The essential of the plan are:

A course of connected, progressive lectures (six, eight, or twelve in number), on one subject, by one lecturer. It is usually found best to have the lectures on the same evening of consecutive weeks.

A class exercise or *quiz* following each lecture affords an opportunity for questions, answers, and discussions, brings the audience into closer and more informal relations with the lecturer, and makes it possible for individual difficulties to be cleared up with benefit to all.

In order to enable the students to follow the lecture readily, and to carry away the substance of it, a print-

ed syllabus, usually in pamphlet form, and interleaved is prepared beforehand by the lecturer for the use of his students.

Printed questions are provided for each lecture, which may be answered by the students in writing at home, and submitted to the lecturer for correction and comment.

A reference library of books recommended by the lecturer is collected in a public library or other place accessible to all who attend the course.

At the end of the course an examination is held, to which only those students are admitted who have attended the lectures and classes to the satisfaction of the lecturer, and have done such an amount of weekly exercises as the lecturer may have required. The examination is not compulsory, but it is desirable that as many students as possible should present themselves. Pass certificates will be issued by the Chautauqua College. By a combination of winter work in University Extension courses and summer work in the College of Liberal Arts at Chautauqua, together with correspondence work throughout the year, great progress in any given subject may be made by any good student, who, by the force of circumstances, is prevented from taking a regular college or university course.

A group of persons in any community, a Chautauqua Circle for example, who wish to establish a course of lectures should first hold a meeting to consider the probable support which such an experiment might expect. Prominent and influential citizens should be consulted and their interest secured.

Next, enough persons to form a class of from twenty-five to fifty should be pledged to regular attendance and actual study. This class should not be chosen from any one social set, but recruited from every quarter. One object of University Extension is to create a democracy based on intelligence and the pursuit of truth.

Then a larger meeting should be called, fairly representing the community, and without any regard to sectarian, political, or social interests. Professional men, college graduates, teachers, and representatives of both capital and labor should be present. Some prominent public man should be asked to preside. The objects of the meeting should be clearly and attractively explained, and an Educational Association should be organized, with an efficient Secretary, upon whom everything will depend, and with a Local Committee to secure by subscription a guarantee fund to cover all expenses, and to arrange for the sale of course-tickets. The Local Committee shall assume all pecuniary responsibility for the success of the undertaking and shall make all necessary local arrangements, such as providing a hall, advertising, printing, tickets, etc. Before Chautauqua College can appoint a lecturer to any locality, the local organization must be perfected and the necessary expenses guaranteed.

The cost of a course depends upon the situation of the local center and upon the lecturer and subject desired. The Executive Secretary of Chautauqua College will arrange for each class separately.

The Chautauqua management will make no charge for its services, and will act as an intermediary in bringing the local center and the lecturer together.